

2006 Childcare and Early Years Providers Surveys Primary schools with reception but no nursery classes

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The views expressed in this report are the authors' and do not necessarily reflect those of the Department for Children, Schools and Families.

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1 Summary and conclusions

1.1 Introduction

The Department for Children, Schools and Families (DCSF, formerly the Department for Education and Skills) commissioned BMRB to undertake eight surveys to collect information about childcare providers and the childcare workforce. This report outlines the findings for maintained primary schools with reception but no nursery classes and is based on interviews with the early years or foundation stage co-ordinators at 513 schools sampled from the DCSF's school database – EduBase.

Findings from the 2006 survey have been compared with those from a similar survey conducted in 2003. Data have been weighted and grossed to provide national estimates.

1.2 Characteristics of provision

The total number of primary schools with reception but no nursery classes in 2006 was 9,151, a small but not statistically significant decrease from 2003, when there were 9,249 such establishments.

Settings were not evenly distributed across England – the South East accounted for 20 per cent of all settings, whereas London accounted for only four per cent. There were no significant changes in the distribution of settings since 2003.

One in ten (11 per cent) primary schools with reception but no nursery classes were in the 30 per cent most deprived areas, this had not changed since 2003.

1.3 Places and children

The total number of early years places in primary schools with reception but no nursery classes was 286,100. This represented an 11 per cent decrease from the 321,700 places in 2003.

There was a similar decline in the total number of children attending primary schools with reception but no nursery classes over the same period, from 276,500 to 251,000. The average number of enrolments in 2006 was 28 per setting, compared with an average 32 places available. However, although the number of places decreased, the level of unused capacity remained largely unaltered from 2003.

At the time of the 2006 survey there were 42,900 vacancies in primary schools with reception but no nursery classes, averaging five vacancies per setting.

Three-quarters (76 per cent) of those enrolled were five years old, the remaining 24 per cent were four years old.

In 2006 there were 21,400 children of black and minority ethnic (BME) origin attending primary schools with reception but no nursery classes, representing nine per cent of total enrolments. This was below the 15 per cent of BME children found in the total population aged seven and under. Settings in the 30 per cent most deprived areas were more likely to have children from a BME group attending (72 per cent compared with 48 per cent in less deprived areas).

Around two-thirds (63 per cent) of settings had at least one child with a Special Educational Need (SEN) or a disability, comprising 21,100 children in total, averaging 2.3 per setting.

1.4 Characteristics of paid staff

The total number of paid staff working in primary schools with reception but no nursery classes in 2006 was 31,200, a decrease of nine per cent from 34,300 in 2003. However, since this fall was in line with the decrease in places, the number of paid staff per place was largely unchanged at 9.2 (9.4 in 2003). There was a five per cent rise in the number of nursery nurses since 2003, largely at the expense of other paid early years support staff, suggesting that the workforce was becoming better qualified and more professional.

In 2006 there were 17,100 unpaid staff working in these providers, comprising 4,800 students and 12,300 volunteers. This represented a 28 per cent decrease in the unpaid workforce since 2003, from 23,600 unpaid staff.

There was a substantial decrease in the use of agency staff since 2003, when 59 per cent of settings had used them in the last 12 months. In 2006, 41 per cent of settings had used agency staff.

Working hours were unchanged since 2003. Half of paid staff worked full time (30 hours or more per week), with working hours averaging 29 hours per week.

1.5 Training

The majority (82 per cent) thought that the amount of training received by staff was about right. Although a sizeable minority (16 per cent) thought that too little training was received, this was an improvement on 2003 when 23 per cent thought this.

Childcare training and first aid were the most common types of training received.

1.6 Qualifications

Four-fifths (80 per cent) of paid staff working in primary schools with reception but no nursery classes had a qualification relevant to working with children or young people. Seventy-eight per cent had at least a level two qualification, and 71 per

cent had at least a level three qualification, both increases from 2003 (70 and 64 per cent respectively).

Overall 45 per cent of staff had at least a level six qualification. Ninety-one per cent of early years or foundation stage co-ordinators and 86 per cent of qualified early years teachers held a level six qualification or above. Nine in ten (91 per cent) nursery nurses held at least a level two qualification and 81 per cent at least a level three qualification, although this was unchanged from 2003. However, there was a 12 percentage point increase in the proportion of nursery nurses holding the equivalent of the previous level four qualification since 2003. There was an improvement in the qualifications held by other early years support staff, a third (32 per cent) held at least a level three qualification, compared with 19 per cent in 2003.

Sixteen per cent of paid staff were working towards a qualification at the time of the 2006 survey, with most providers being supportive of this in terms of allowing time off (78 per cent) or funding the training (75 per cent).

1.7 Recruitment and retention

Overall 6,100 paid staff were recruited in the last 12 months, a decrease of 12 per cent from 2003 (6,900), giving an overall recruitment rate of 23 per cent¹.

The LEA/local authority jobs bulletin and adverts in the local press remained the principal recruitment methods, but the internet had made a big impact since 2003, and was the third most commonly used method in 2006. Very few settings reported any difficulty in recruiting staff – 83 per cent of those recruiting had no difficulty at all (compared with 69 per cent in 2003). One in ten were actively recruiting at the time of the 2006 survey, for approximately 800 vacancies in total.

Only 14 per cent of settings had lost at least one member of staff in the last 12 months, a lower proportion than in 2003 (24 per cent). Just under half (47 per cent) of those staff who left went to another job within the childcare or early education sector.

The turnover rate in 2006 was six per cent and the employment growth rate was 17 per cent².

¹ For details of how the recruitment rate is calculated, see section 1.7.4 of the Technical Appendix.

² For details of how the turnover rate and employment growth rate are calculated, see section 1.7.4 of the Technical Appendix.

1.8 Conclusions

Since 2003 there has been a contraction in the size of the primary school with reception but no nursery classes sector, largely in terms of the number of places available per setting, rather than the number of setting themselves. However, the ratios of enrolments to places, and staff to enrolments are largely unchanged.

The composition of staff, and the qualifications they hold, indicate a workforce that is becoming more professional. There has been a shift towards more qualified staff and corresponding reduction in unqualified staff and volunteers.

2 Introduction

2.1 The Ten Year Strategy for childcare

The Government's Ten Year Strategy for early years and childcare, published in December 2004, outlined a number of key principles and objectives:

- *Choice and Flexibility* - greater choice for parents in how they balance their work commitments and family life;
- *Availability* – flexible, affordable, high quality childcare for all families with children aged up to 14 who need it;
- *Quality* - high quality provision delivered by a skilled early years and childcare workforce; and
- *Affordability* – families to be able to afford flexible, high quality childcare that is appropriate for their needs.

The Government's vision is to ensure that every child gets the best start in life, and to give parents more choice about how to balance work and family life. By 2010, all three and four year olds will be entitled to 15 hours a week of free high quality care, for 38 weeks a year and there will be an out of school childcare place available for all children aged three to 14 from the hours of 8am-6pm every weekday, for those who need it. This will be accompanied by a package of new measures to help address the issue of affordability of childcare, such as the recent change to the tax credit system.

To support this, and to help improve the quality of childcare, there is to be a radical reform of the workforce. This will include all full day care settings being professionally led, improved qualifications and status of early years' and childcare workers and training opportunities for childminders and other home-based carers which will enable more of them to achieve level three qualifications.

A Transformation Fund of £250m over the period April 2006 to August 2008 will support investment to attempt to raise the quality of the early years' workforce without undermining efforts to improve affordability.

2.2 Objectives of the research

The DCSF needs robust information on the key characteristics of childcare provision in the early years and childcare sector, as well as information on its workforce and the costs of childcare that is available.

The DCSF carried out surveys amongst childcare and early years providers in 1998, 2001, 2003 and 2005. The 2006 providers series consists of separate surveys for the following eight childcare and early years settings:

Childcare

- Full-day childcare
- Sessional childcare
- Out-of-school childcare
- Childminders
- Children's centres

Early years

- Primary schools with nursery and reception classes
- Primary schools with reception but no nursery classes
- Nursery schools

This report presents findings from primary schools with reception but no nursery classes.

2.3 The survey

The childcare survey examines the key characteristics of childcare and early years provision and its workforce:

- Provider characteristics (opening times, free early education sessions);
- Number of places and children attending (number of places, ages, ethnicity, vacancies);
- Staff characteristics (number of staff, demographics of paid staff, pay, hours);
- Qualifications (qualifications held and working towards by paid staff);
- Training (current level of training, training plans and budgets);
- Recruitment and retention (level of recruitment, retention rates, vacancies).

2.4 Survey design

This report is based on 513 interviews conducted with early years or foundation stage co-ordinators or headteachers of primary schools with reception but no nursery classes. Other early years surveys were conducted with 535 early years or

foundation stage co-ordinators or headteachers of primary schools with nursery and reception classes and 188 headteachers of nursery schools.

2.4.1 Questionnaire

Three different questionnaires were used; one for the childcare group (full day care, sessional, out of school and children's centres), one for the early years in maintained schools group (nursery schools, primary schools with reception but no nursery classes and primary schools with nursery and reception classes) and a third for childminders.

Copies of the questionnaires are included in the Technical Appendix to the series and can be downloaded from the DCSF website (www.dcsf.gov.uk).

Interviews were conducted by telephone using CATI (Computer Assisted Telephone Interviewing) by Kantar Operations³ fully trained telephone interviewers in Ealing. Interviews were carried out between 25th May 2006 and 30th September 2006 .

2.4.2 Sample

The primary schools with reception but no nursery classes sample was stratified by Government Office Region (GOR) to ensure a representative sample was interviewed in each region.

2.4.3 Weighting and grossing

Data are weighted by GOR (as of March 2006) to ensure the figures are representative of primary schools with reception but no nursery classes throughout England.

To reduce both the burden on providers and the overall length of interview, settings employing more than a certain number of staff (more than three supervisors or three other paid childcare staff; and two qualified teachers, two nursery nurses or two early years support staff for the early years groups) were asked to randomly select members of staff, rather than having to give details for the whole team. For the childcare groups three members of staff and two members of staff for the early years in maintained schools groups were selected. When selecting the members of

³ BMRB is part of the Kantar Group, the information and consultancy arm of WPP, BMRB's parent company. In addition to BMRB, other market research agencies in the Kantar Group include Research International and Millward Brown, as well as a number of smaller, specialist organisations. In April 2004 the support services of the Kantar companies were grouped to form a shared resource called The Operations Centre, which later changed its name to Kantar Operations. The majority of BMRB's existing operational services, including field management, sampling and data processing continue to be based at BMRB's Head Office in Ealing but, while still wholly owned by WPP, the new operations centre is now a separate legal entity from BMRB. Kantar Operations continue to work to existing quality standards and BMRB continue to take responsibility for the quality of the work undertaken by their support services.

staff, respondents were instructed to list them in alphabetical order by surname and pick the first three or two in order to provide a random selection of staff. The data were weighted at a provider level to the true number of staff that each provider employs⁴.

In addition, the data were grossed up to the total number of primary schools with reception but no nursery classes in England.

Full details of the methodology and analysis are included in the Technical Appendix to this report.

2.5 Structure of the report

The report is structured as follows:

Chapter 1 Summary and conclusions

Chapter 2 Introduction

Chapter 3 Characteristics of provision

Chapter 4 Places and children

Chapter 5 Characteristics of staff

Chapter 6 Qualifications

Chapter 7 Training

Chapter 8 Recruitment and retention

2.6 Notes on reading the report

2.6.1 Notes on numbers

In the tables, grossed up figures are provided along with percentages. These grossed up figures are based on the total number primary schools with reception but no nursery classes in January 2006, excluding the proportion found by the survey to be no longer eligible for the survey (i.e. those that had closed down). These grossed up figures are not exact and, like the percentages reported, are subject to confidence intervals. Grossed figures in this report have been rounded to the nearest 100.

⁴ In some cases staff weights have been capped in order to prevent reducing the sample efficiency by too large a margin. Full details are given in the technical appendix.

Data have been analysed at both provider level (e.g. characteristics of provision, places and children) and staff level (e.g. characteristics of staff, such as age, pay, qualifications). For those questions where analysis is at a staff level the bases noted show the overall number of staff, rather than the number of settings.

Where averages have been used, they have sometimes been given as the mean and sometimes as the medians. The median value is the middle value of a group of numbers. The mean is the sum of all numbers in a group divided by the number of items in the group. Where that 'average' is referred to, it refers to the mean unless otherwise stated.

2.6.2 Notes on tables

The unweighted and weighted base numbers are given in the last row of each table.

Where respondents can give multiple responses to a question, the sum of the individual responses may be greater than 100 per cent.

Also the percentages in the tables do not always add to 100 per cent due to rounding and, where percentages in the text differ to the sum of percentages in the tables, this too will be due to rounding. Also 'netted' (i.e. where a number of responses have been grouped together) responses may not always equal the sum of the individual responses, again due to rounding.

A * in a table signifies a percentage that is greater than 0 but less than 0.5.

A # signifies a value that is less than 50.

A † signifies a cell where data has not been included due to too small a base size.

A ‡ signifies a cell where data should be treated with caution due to a low base size.

A +/-0 signifies no change from previous years.

PP chge. refers to the percentage point change between two specified periods.

N/A in a table signifies where we are unable to make a comparison with previous years as either the question wasn't asked or the data wasn't available.

Unless otherwise stated, figures referred to are weighted.

2.6.3 Notes on trends

Where appropriate, comparisons are made between these findings and those of the previous childcare workforce surveys (mainly the 2003 survey conducted by MORI, but in some cases with the 2001 survey conducted by SQW/NOP).

When comparing data with previous years, in the majority of cases the changes have been noted in terms of the percentage point change from year to year. Given the overall change in settings, this allows us to better identify changes in behaviour or a shift in the distribution. However, where specifically analysing a change in numbers, the percentage change has been noted e.g. the number of settings per region.

In the 2003 report some analysis was carried out to look at providers in the 20 per cent most deprived wards. By 2006, there had been a change in the areas used to define levels of deprivation from wards to Super Output Areas. Therefore, this report looks at the 30 per cent most deprived areas, which is roughly the equivalent to the 20 per cent most deprived wards.

3 Characteristics of provision

This chapter discusses the characteristics of maintained primary schools with reception but no nursery classes. It considers factors such as the spread of provision by region and types of area.

3.1 Number of providers

The total number of primary schools with reception but no nursery classes in 2006 was 9,151⁵, a small decrease from 9,249 in 2003. This represents a one per cent decrease.

The number of providers varied across the regions. London accounted for just four per cent of the total number of providers, while the South East accounted for 20 per cent. In line with the trend in the total number of providers, there was very little regional change since 2003 on this measure.

⁵ EduBase figures April 2006, less a proportion deemed ineligible based on 2006 survey fieldwork outcome codes (0.99 per cent).

Table 3.1 Number of providers by region			
	2006	2003	<i>Change from 2003 to 2006</i>
	% (No.)	%	<i>PP chge.</i>
East Midlands	11% (1,023)	11%	+/-0
East	13% (1,214)	13%	+/-0
London	4% (330)	4%	+/-0
North East	3% (298)	3%	+/-0
Yorkshire & Humberside	9% (802)	9%	+/-0
North West	14% (1,278)	14%	+/-0
South East	20% (1,850)	20%	+/-0
South West	17% (1,545)	17%	+/-0
West Midlands	9% (812)	9%	+/-0
<i>Base 2006: All primary schools with reception but no nursery classes (unweighted 513, weighted and grossed 9,151)</i> <i>Base 2003: All primary schools with reception but no nursery classes (unweighted 850, weighted and grossed 9,249)</i>			

3.2 Type of area

The most deprived areas were less likely to have primary schools with reception but no nursery classes than the least deprived areas. Only 11 per cent of schools were based in the 30 per cent most deprived areas, compared with 89 per cent in the 70 per cent least deprived areas. This breakdown remained the same as 2003.

Nearly half (49 per cent) of primary schools with reception but no nursery classes were in high population density areas. Thirty-seven per cent were in low population density areas. Comparisons cannot be made with the 2003 data, as a different definition for low, medium and high density was used.

Table 3.2 Number of providers by type of area			
	2006	2003	<i>Change from 2003 to 2006</i>
	% (No.)	%	<i>PP chge.</i>
Deprivation			
30% most deprived areas	11% (1,000)	11%	+/-0
70% least deprived areas	89% (8,100)	89%	+/-0
Population density			
Low popn. density	37% (3,400)	N/A	N/A
Medium popn. density	14% (1,300)	N/A	N/A
High popn. density	49% (4,500)	N/A	N/A
<i>Base 2006: All primary schools with reception but no nursery classes (unweighted 513, weighted and grossed 9,151)</i> <i>Base 2003: All primary schools with reception but no nursery classes (unweighted 850, weighted and grossed 9,249)</i>			

4 Places and children

This chapter discusses the number of full time early years places and the number of children attending primary schools with reception but no nursery classes. It also presents data on the demographic make-up of the children attending in terms of age, ethnicity, special educational needs, the number of vacant places, free early education sessions and when children are thought to be most receptive to learning.

4.1 Number of places

The estimated number of places in primary schools with reception but no nursery classes is 286,100. This represents an 11 per cent decrease since 2003 when the equivalent figure was 321,700. A similar decline was seen in the average number of places per provider, which at 32 in 2006, was nine per cent down on the 2003 figure of 35. Since the decline in the number of places substantially outstripped the decline in the number of settings over the period from 2003 to 2006, it is not surprising that there has been a decline in the average number of places offered.

Table 4.1 Number of places			
	2006	2003	<i>Change from 2003 to 2006</i>
	% (No.)	%	%
Total capacity	286,100	321,700	-11%
Number of places	% (No.)	%	<i>PP chge.</i>
1-24 places	38% (3,500)	33%	+5
25-49 places	43% (3,900)	41%	+2
50-74 places	16% (1500)	18%	-2
75-99 places	3% (200)	5%	-2
100 or more places	0% (0)	1%	-1
	No.	No.	No.
Mean number of places	32	35	-3
<i>Base 2006: All primary schools with reception but no nursery classes (unweighted 513, weighted and grossed 9,151)</i>			
<i>Base 2003: All primary schools with reception but no nursery classes (unweighted 850, weighted and grossed 9,249)</i>			

This decline in the number of places was fairly evenly distributed across the regions. London and the South East continued to have the highest average number of places. The average number of places increased as population density increased. The 30 per cent most deprived areas had a higher average number of places than the 70 per cent least deprived areas (38 and 31 respectively). However, these more deprived areas had a high correlation with densely populated areas (90% of the most deprived areas were in high population density areas).

Table 4.2 Number of places by region and area type						
	2006		2003		<i>Change from 2003 to 2006</i>	
	% distribution of places (No.)	Average no. places	% distribution of places	Average no. places.	<i>PP chge. in distribution of places</i>	<i>Average no. places.</i>
Region						
East Midlands	10% (28,600)	28	10%	32	+/-0	-4
East	12% (35,300)	30	13%	38	-1	-8
London	5% (15,700)	48	5%	51	+/-0	-3
North East	3% (8,500)	29	3%	31	+/-0	-2
Yorkshire & Humberside	7% (21,200)	27	8%	31	+1	-4
North West	13% (36,300)	28	13%	32	+/-0	-4
South East	23% (66,500)	36	23%	41	+/-0	-5
South West	16% (46,900)	31	15%	31	+1	+0
West Midlands	9% (27,100)	33	10%	36	-1	-3
Population density						
Low	19%	17	N/A	N/A	N/A	N/A
Medium	15%	34	N/A	N/A	N/A	N/A
High	65%	42	N/A	N/A	N/A	N/A
Deprivation						
30% most deprived	14%	38	13%	40	+1	-2
70% least deprived	86%	31	N/A	N/A	N/A	N/A
<i>Base 2006: All primary schools with reception but no nursery classes (unweighted 513, weighted and grossed 9,151)</i>						
<i>Base 2003: All primary schools with reception but no nursery classes (unweighted 850, weighted and grossed 9,249)</i>						

4.2 Number of children attending

The total number of children attending primary school with reception but no nursery class settings in 2006 was 251,000, a decrease of nine per cent from 276,500 in 2003. This is in line with the decrease in places over the same period.

The average number of children attending per setting was 28, compared with 32 places available on average, indicating that there was still some capacity available. In 2003, 30 out of every 35 places were in use. If we compare the ratio of attendees to early years places, there were 0.86 children attending per place in 2003 compared with 0.84 children per place in 2006, showing that although the number of places has decreased, the level of unused capacity was largely unchanged.

The regional distribution of places is similar to the distribution of attendees, as it was in 2003. Settings in the 30 per cent most deprived areas had a higher average number of attendees than the 70 per cent least deprived areas (32 compared with 27 respectively).

Table 4.3 Number of places and enrolments by region

	Places		Attendees	
	% distribution of places	Average no. per setting	% distribution of attendees	Average no per setting
East Midlands	10%	28	10%	24
East	12%	30	12%	26
London	5%	48	6%	46
North East	3%	29	3%	23
Yorkshire & Humberside	7%	26	7%	23
North West	13%	28	12%	25
South East	23%	36	23%	31
South West	16%	31	17%	28
West Midlands	9%	33	9%	29
<i>Base 2006: All primary schools with reception but no nursery classes (unweighted 513, weighted and grossed 9,151)</i>				

4.3 Ages

Three-quarters (76 per cent) of those enrolled at primary schools with reception but no nursery classes were five years old, with the remainder (24 per cent) being four years old.

4.4 Ethnicity

In total there were 21,400 children of black and minority ethnic (BME) origin attending primary schools with reception but no nursery classes settings in 2006, an average of nine per cent of children per setting⁶.

Data from the 2001 Census showed that although people of BME origin made up around nine per cent of England's population, among those aged seven or under the proportion rose to 15 per cent. This suggests that children of BME origin were using this kind of childcare less than would be expected from their proportion in the population. One factor that is likely to bring this average proportion down was the low number of primary school with reception classes based in London, where the BME population is much higher.

Settings based in the 30 per cent most deprived areas were more likely to have children from a BME group attending (72 per cent compared with 48 per cent in less deprived areas) as did those in areas of high density (75 per cent compared with 20 per cent in low density areas).

Table 4.4 Proportion of children of black and minority ethnic (BME) origin			
	Total	30% most deprived areas	70% least deprived areas
	% (No.)	% (No.)	% (No.)
None	48% (4,400)	25% (300)	51% (4,200)
1 to 5%	18% (1,700)	21% (200)	18% (1,500)
6 to 10%	16% (1,500)	8% (100)	17% (1,300)
11% or more	16% (1,500)	42% (400)	13% (1,100)
Don't know	1% (100)	3% (*)	1% (100)
Mean (Percentage)	7%	21%	5%
<i>Base: All primary schools with reception but no nursery classes (unweighted 513, weighted and grossed 9,151) 30% most deprived areas (unweighted 59, weighted and grossed 1,047), 70% least deprived areas (unweighted 454, weighted and grossed 8,104)</i>			

⁶ For details of how average proportions were calculated, please see section 1.7.5 of the Technical Appendix.

There were also significant differences by region. In London and the South East only a quarter of providers (26 per cent) had no children of BME origin (indications are that this figure is much lower in London alone, but the sample is too small to verify this). However, in the East Midlands, North East and Yorkshire and Humberside, and the South West three-fifths of providers had no children of BME origin.

Table 4.5 Proportion of children of black and minority ethnic (BME) origin by region†

	East Midlands	East	London & South East	North East, Yorkshire & Humberside	North West	South West	West Midlands
	%	%	%	%	%	%	%
None	65%	49%	26%	60%	45%	61%	50%
1-5%	13%	20%	18%	16%	24%	18%	21%
6-10%	11%	10%	26%	14%	15%	12%	13%
11% or more	11%	21%	27%	10%	14%	9%	15%
Don't know	-	-	3%	-	2%	-	2%
Mean (Percentage)	5%	7%	11%	5%	8%	3%	8%
<i>Base: East Midlands (unweighted 55, weighted and grossed 1,023), East of England (unweighted 61, weighted and grossed 1,214) London/South East (unweighted 116, weighted and grossed 2,180), North East, Yorkshire & Humberside (unweighted 68, weighted and grossed 1,100), North West (unweighted 66, weighted and grossed 1,278), South West (unweighted 99, weighted and grossed 1,545), West Midlands (unweighted 48, weighted and grossed 812)</i>							

†Caution should be taken with this table because of the low base sizes. The figures should only be used as an indicative guide.

4.4.1 Provider records on ethnicity and language

Nearly all (94 per cent) settings kept records of the specific ethnic group for all children attending their school.

A similar proportion (95 per cent) of settings kept a record of whether English was the main language spoken at home for each child.

4.5 Special Educational Needs and disability

Overall there were 21,100 children with a Special Educational Need (SEN) or a disability. This represented eight per cent of the children enrolled, an average of 2.3 children per setting. Thirty-seven per cent of settings had no children with a SEN or a disability and 84 per cent said less than five of their children had special educational needs.

A higher proportion of settings in the 30 per cent most deprived areas said that over 10 per cent of the children attending had SEN or a disability (39 per cent compared with 24 per cent in the 70 per cent least deprived areas).

Table 4.6 Proportion of children with Special Educational Needs (SEN) or a disability			
	Total	30% most deprived areas	70% least deprived areas
	% (No.)	% (No.)	% (No.)
None	37% (3,400)	17% (200)	40% (3,200)
1 to 5%	16% (1,500)	16% (200)	16% (1,300)
6 to 10%	21% (1,900)	28% (300)	20% (1,600)
11% or more	25% (2,300)	39% (400)	24% (1,900)
Don't know	* (#)	0% (0)	* (#)
Mean (Percentage)	8%	14%	7%
<i>Base: All primary schools with reception but no nursery classes (unweighted 513, weighted and grossed 9,151) 30% most deprived areas (unweighted 59, weighted and grossed 1,047). 70% least deprived areas (unweighted 454, weighted and grossed 8,104))</i>			

4.6 Vacancies

In 2006 there were approximately 42,900 vacancies in primary schools with reception but no nursery classes. On average there were five vacancies per setting. Two-fifths (39 per cent) of providers had no vacancies, 29 per cent had one to five, 15 per cent had six to 10, 10 per cent had 11 to 20 and four per cent had 21 or more.

There was little variation in terms of vacancies across regions, area types and size of provider.

4.7 Learning

Respondents were asked if they thought that children were more receptive to learning at different times of the day and at what times of the day children were more receptive to learning. The majority (81 per cent) said that they *did* think children were more receptive at different times of the day. Four-fifths (80 per cent) said early morning (before 10am), 56 per cent said mid morning (10am to 12pm), and only six per cent said early afternoon (12pm to 4pm). Three per cent said it depended on the child (respondents could say more than one time period).

Three per cent said it depended on the child.

Table 4.7 Time of the day that three to four year olds are more receptive to leaning	
	%
Early morning (before 10am)	80%
Mid morning (10am to 12pm)	56%
Early afternoon (12pm to 4pm)	6%
Depends on child	3%
Not sure	*
<i>Base: All respondents who think that three to four year olds are more receptive to learning at particular times of the day (unweighted 364, weighted and grossed 6,513)</i>	

5 Characteristics of paid staff

This chapter looks at the number of paid and unpaid staff working within primary schools with reception but no nursery classes. It also focuses on the demographic profile of those working in the sector, their pay, the number of hours worked and whether they do any other paid work.

5.1 Number of staff

The total number of paid and unpaid staff working within primary schools with reception but no nursery classes in 2006 was 48,300, a decrease of 16 per cent since 2003.

Table 5.1 Number of paid and unpaid staff			
	2006	2003	<i>Change from 2003 to 2006</i>
	No.	No.	%
All paid and unpaid staff	48,300	57,800	-16%
<i>Base 2006: All primary schools with reception but no nursery classes (unweighted 513, weighted and grossed 9,151)</i>			
<i>Base 2003: All primary schools with reception but no nursery classes (unweighted 850, weighted and grossed 9,249)</i>			

5.1.1 Paid staff

In 2006 there were 31,200 paid staff working within primary schools with reception but no nursery classes. This was a decrease of nine per cent from 34,300 in 2003. The average number of paid staff per setting also decreased from 3.7 in 2003 to 3.4 in 2006. The ratio of staff per place was one member of staff to 9.2 full time early years places. In 2003 the equivalent figure was very similar, at one to 9.4.

In 2006 there were 7,700 early years or foundation stage co-ordinators, 7,600 qualified early years teachers, 6,000 early years nursery nurses and 10,000 other paid childcare staff.

Table 5.2 Number of paid staff			
	2006	2003	<i>Change from 2003 to 2006</i>
	No.	No.	% (No.)
All paid staff	31,200	34,300	-9% (-3,100)
	% (No.)	%	<i>PP chge.</i>
Early years or foundation stage co-ordinators	25% (7,700)	27%	-2
Qualified early years teachers	24% (7,600)	22%	+2
Nursery nurses	19% (6,000)	14%	+5
Other paid early years support staff	32% (10,000)	38%	-6
<i>Base 2006: All primary schools with reception but no nursery classes (unweighted 513, weighted and grossed 9,151)</i> <i>Base 2003: All primary schools with reception but no nursery classes (unweighted 850, weighted and grossed 9,249)</i>			

The increase in the proportion of qualified early years teachers and, specifically, in nursery nurses who are qualified to look after children and decrease in the proportion of other unqualified early years support staff suggests there has been a move in the direction of a more professional workforce.

5.1.2 Unpaid staff

In 2006 there were 17,100 unpaid staff working within primary schools with reception but no nursery classes, including 4,800 students on placements, a similar figure to 2003 (4,900). There was a large decrease in the number of volunteers from 18,600 in 2003 to 12,300 in 2006 (a 34 per cent decrease). The average number of unpaid staff in 2006 was 1.9, in 2003 the figure was 2.5. Again this would indicate a greater professionalisation of early years staff, as settings use fewer volunteers and a greater proportion of paid qualified staff.

Table 5.3 Number of unpaid staff			
	2006	2003	<i>Change from 2003 to 2006</i>
	No.	No.	%
All paid and unpaid staff	48,300	57,800	-16%
Unpaid staff			
Volunteers	12,300	18,600	-34%
Students on placements	4,800	4,900	-2%
Total unpaid	17,100	23,600	-28%
<i>Base 2006: All primary schools with reception but no nursery classes (unweighted 513, weighted and grossed 9,151)</i>			
<i>Base 2003: All primary schools with reception but no nursery classes (unweighted 850, weighted and grossed 9,249)</i>			

5.1.3 Agency staff

Two-fifths (41 per cent) of primary schools with reception but no nursery classes had used agency staff in the last 12 months, a lower figure than in 2003 (59 per cent). Settings in the 30 per cent most deprived areas were more likely to have used agency staff in the last 12 months (51 per cent compared with 40 per cent of providers in the 70 per cent most deprived areas), as were settings in high population density areas (50 per cent compared with 31 per cent in low population density areas), although as previously noted, these types of area are highly correlated.

5.2 Age

The age profile of all paid childcare staff working within primary schools with reception but no nursery classes remained similar to 2003, although with small increases in the older age groups. About two-fifths of paid staff in this sector were aged under 40. Nursery nurses and early years or foundation stage co-ordinators were the oldest paid staff (67 per cent and 63 per cent were over 40 years of age), whereas qualified early years teachers were the youngest (with 43 per cent being older than 40).

Table 5.4 Age of paid staff							
				Type of staff (2006)			
	2006	2003	<i>Change from 2003 to 2006</i>	Early years or foundation stage co-ordinators	Qualified early years teachers	Nursery nurses	Other paid early years support staff
	% (No.)	%	<i>PP chge.</i>	%	%	%	%
16-19	* (100)	1%	-1	0%	0%	1%	*
20-24	4% (1,300)	5%	-1	1%	8%	4%	4%
25-29	10% (3,200)	10%	+/-0	14%	20%	4%	3%
30-39	25% (8,000)	25%	+/-0	22%	26%	23%	29%
40-49	31% (9,700)	36%	-5	24%	22%	42%	37%
50+	26% (8,200)	21%	+5	39%	21%	25%	21%
<p><i>Base 2006: All paid staff (unweighted 1,593, weighted and grossed 31,311), All early years or foundation stage co-ordinators (weighted 431, weighted and grossed 7,862), All qualified early years teachers (398, weighted and grossed 7,648), All nursery nurses (unweighted 299, weighted and grossed 5,947 All other paid early years support staff (unweighted 465, weighted and grossed 10,034)</i></p> <p><i>Base 2003: All paid staff (unweighted 3,101 weighted and grossed 34,260)</i></p>							

5.3 Sex

In 2006, men represented just one per cent (300 staff) of the total paid workforce in primary schools with reception but no nursery classes. In 2003 the figure was two per cent (600 staff). Four per cent of providers employed at least one member of male staff, which was less than the six per cent of providers in 2003.

5.4 Disability

Paid members of staff that had a disability represented just one per cent (200) of the total workforce in primary schools with reception but no nursery classes, a slight increase on 2003 (less than one per cent, 100 staff). Two per cent of providers employed at least one member of staff with a disability, which was a marginal increase on 2003 (when the figure was one per cent).

According to the 2006 Labour Force Survey, about 11 per cent of the working population have a disability; indicating that people with a disability are underrepresented in the workforce in primary schools with reception but no nursery classes.

5.5 Ethnicity

In 2006 there were 500 paid staff that were from a BME group, two per cent of the total paid workforce in primary schools with reception but no nursery classes. This was the same proportion as in 2003. This was somewhat below the 2006 Labour Force Survey average of eight per cent of the total working population who were from a BME group⁷. As with children, the low number of primary school with reception but no nursery classes in London is likely to bring the average proportion of BME staff down.

Only four per cent of providers employed at least one member of staff that was from a BME group. This is in line with 2003, when the figure was five per cent. The proportion of providers employing someone from a BME group was higher in the 30 per cent most deprived areas (13 per cent compared with three per cent of providers in the 70 per cent least deprived areas) and high population density areas (seven per cent compared with two per cent in areas of low population density).

5.5.1 Ethnicity records

Three-quarters (78 per cent) of primary schools with reception but no nursery classes kept a record of the specific ethnic group that all paid staff are from.

Table 5.5 Number of male staff, staff from a black and minority ethnic (BME) group and number of staff with a disability			
	2006	2003	<i>Change from 2003 to 2006</i>
	% (No.)	%	<i>PP chge.</i>
Average proportion of male staff per setting	1% (300)	2%	-1
Average proportion of BME staff per setting	2% (500)	2%	+/-0
Average proportion of staff with a disability per setting	1% (200)	1%	+/-0
Base 2006: All paid staff (unweighted 1,593, weighted and grossed 31,300)			
Base 2003: All paid staff (unweighted 3,101, weighted and grossed 34,260)			

5.6 Working hours

Half (50 per cent) of paid staff working within primary schools with reception but no nursery classes worked full time (30 hours or more), the same as in 2003. The

⁷ 2006 Labour Force Survey.

average number of hours worked by all staff was 29 hours, very similar to that recorded in 2003 (28 hours).

Early years or foundation stage co-ordinators worked the longest, on average 38 hours a week, with 75 per cent working full time. Qualified early years teachers worked, on average, 33 hours a week and 65 per cent worked full time. Nursery nurses worked an average of 27 hours a week and 42 per cent worked full time. Other paid early years support staff worked an average of 23 hours a week, with 23 per cent working full time. This represented an increase from 20 hours a week in 2003.

To put these figures in context we can compare them with the UK average⁸. In the 2006 Labour Force Survey the average number of hours worked for the working population was 32 hours and it was 27 for working females.

Table 5.6 Average number of hours a week		
	2006	2003
All paid staff	29	28
Early years or foundation stage co-ordinators	38	38
Qualified early years teachers	33	33
Nursery nurses	27	26
Other paid early years support staff	23	20
UK: All Staff	32	32
UK: Females	27	27
<p><i>Base 2006: All paid staff (unweighted 1,593, weighted and grossed 31,311), All early years or foundation stage co-ordinators (unweighted 431, weighted and grossed 7,682), All qualified early years teachers (unweighted 398, weighted and grossed 7,648), All nursery nurses (unweighted 299, weighted and grossed 5,947), All other paid early years support staff (unweighted 465, weighted and grossed 10,034)</i></p> <p><i>Base 2003: All paid staff (unweighted 3,101, weighted and grossed 34,260), All early years or foundation stage co-ordinators (weighted and grossed 9,200), All qualified early years teachers (weighted and grossed 7,400), All nursery nurses (weighted and grossed 4,800), All other paid early years support staff (weighted and grossed 12,900)</i></p>		

5.7 Pay levels

Respondents were asked to give hourly pay rates for the staff at their settings. Where this was not possible, pay rates across other time periods were accepted, with broad pay bands being offered as a final option. All answers were then

⁸ 2006 Labour Force Survey. Total actual hours worked in main and second job.

converted into hourly and annual equivalents. It should be noted that there was a high level of non-response to pay questions, so figures should be treated with extreme caution. The method of asking this question has also changed since 2003, meaning that comparisons between the two sets of figures are not possible; hence the 2003 figures have not been included in Table 5.7.

In 2006, the overall average annual salary for all paid early years staff was £20,300 a year, and £12.10 an hour. The average pay for early years or foundations stage co-ordinators was £30,500 a year and £16.00 an hour, for qualified early years teachers it was £25,500 a year and £15.00 an hour. Nursery nurses average pay was £11,800 a year and £8.70 an hour, while for other paid early years support staff it was £8,800 a year and £7.30 an hour.

Since the number of hours worked by different types of staff varied, as seen in Section 5.6, the most direct comparison between pay levels was in terms of the average hourly rate. While the early years or foundation stage co-ordinators and qualified early years teacher rates of pay were higher than the UK averages, the rates of pay for nursery nurses and other paid early years support staff were somewhat lower.

Table 5.7 Average annual and hourly rates of pay for all paid staff			
	Annual	Hourly	Don't know/Refusal
	£	£	%
All paid staff	£20,300	£12.10	31%
Early years or foundation stage co-ordinators	£30,500	£16.00	13%
Qualified early years teachers	£25,500	£15.00	30%
Nursery nurses	£11,800	£8.70	44%
Other paid early years support staff	£8,800	£7.30	37%
UK average ⁹	£23,600	£11.12	N/A
UK average (Female) ¹⁰	£20,100	£10.24	N/A
<i>Base 2006: All paid staff (unweighted 1,593, weighted and grossed 31,311), All early years or foundation stage co-ordinators (unweighted 431, weighted and grossed 7,862), All qualified early years teachers (unweighted 398, weighted and grossed 7,648), All nursery nurses (unweighted 299, weighted and grossed 5,947) All other paid early years support staff (unweighted 465, weighted and grossed 10,034)</i>			

⁹ 2006 Annual Survey of Hours and Earnings (First release)

¹⁰ 2006 Annual Survey of Hours and Earnings (First release)

5.8 Other work

Just seven per cent of paid staff (2,200 people) did other paid work in addition to working for the school sampled in the 2006 survey.

For those schools that did have a member of staff doing other paid work, 60 per cent of them did other paid work within the childcare sector.

6 Training

This chapter looks at views on the amount of training received by childcare staff, training plans and training budgets.

6.1 Views on current levels of training

The majority (82 per cent) of primary schools with reception but no nursery classes said they thought the amount of training that their staff had received in the last year was *about right*. A minority (16 per cent) said they thought it was *too little* and less than one per cent said it was *too much*.

These figures were an improvement on 2003, as there was a decrease in the proportion thinking there is insufficient training, and a similar rise in the proportion thinking that the right amount of training is provided.

Table 6.1 Views of current levels of training			
	2006	2003	<i>Change from 2003 to 2006</i>
	% (No.)	%	<i>PP chge.</i>
Too little	16% (1,500)	23%	-7
About right	82% (7,500)	74%	+8
Too much	0% (0)	1%	-1
<i>Base 2006: All primary schools with reception but no nursery classes (unweighted 513, weighted and grossed 9,151)</i> <i>Base 2003: All primary schools with reception but no nursery classes (unweighted 850, weighted and grossed 9,249)</i>			

6.2 Training plans and budgets

Two-fifths (39 per cent) of primary schools with reception but no nursery classes had a written training plan, while 58 per cent did not. A third (33 per cent) of settings had a training budget. Comparisons cannot be made with 2003 as the questions asked were different. In 2003, primary schools were asked whether their provision had a written training plan and budget. In 2006 schools were asked whether they had a training plan or budget specifically for early years staff.

Table 6.2 Whether provider has written training plan and specific training budget	
	2006
	% (No.)
Training plan	
Have training plan	39 (3,600)
Don't have training plan	58 (5,300)
Don't know	3 (300)
Training budget	
Have a training budget	33 (3,000)
Don't have a training budget	64 (5,800)
Don't know	3 (300)
<i>Base 2006: All primary schools with reception but no nursery classes (unweighted 513, weighted and grossed 9,151)</i>	

6.3 Training provision and type of training provided

Nearly all primary schools with reception but no nursery classes (94 per cent) helped their staff to receive some kind of training that was not directly related to a specific childcare qualification.

Childcare training was the most common type of training offered by about two-fifths (41 per cent) of primary schools with reception but no nursery classes. Other common types were first aid (30 per cent) and courses on SEN/Disability/Inclusion (20 per cent).

Table 6.3 Type of training provided	
	%
Childcare training (including courses on 'creative play' etc.)	41%
First Aid	30%
SEN/ Disability/Inclusion	20%
Child protection	12%
Early years training	10%
Local authority	9%
Management/business skills training	9%
Health and safety training	9%
IT	6%
Literacy and numeracy	6%
In house/internal	6%
Behaviour management	5%
<i>Base All primary schools with reception but no nursery classes that help staff get any other training (unweighted 481, weighted and grossed 8,580)</i>	

7 Qualifications

This section looks at the qualifications held by paid staff working in primary schools with reception but no nursery classes. The questionnaire was designed to pick up only qualifications that were relevant to working with young people and children. This chapter covers current qualifications held and qualifications that staff were working towards, qualifications required when recruiting early years or foundation stage co-ordinators, the proportion of early years or foundation stage co-ordinators that were NVQ assessors, proportion of paid staff with qualified teacher status (QTS) and whether providers offer time off and financial help for those working towards a childcare qualification.

7.1 Definition of qualifications

The qualifications are grouped together in the levels that they have been accredited with by the Qualifications and Curriculum Authority.

- Level 1 (foundation level) – GCSE grade D-G, Foundation level GNVQ, Level 1 NVQ
- Level 2 (intermediate level) – GCSE A*-C, Intermediate GNVQ, Level 2 NVQ
- Level 3 (Advanced level) – A level, Vocational A level (Advanced GNVQ), Level 3 NVQ
- Level 4 – Higher level qualifications, BTEC Higher Nationals, Level 4 NVQ (e.g. Level 4 Certificate in Early Years Practice)
- Level 5 – Higher level qualifications, BTEC Higher Nationals, Level 5 NVQ (e.g. Diploma in Higher Education and Playwork)
- Level 6 – Honours degree (e.g. BA Early Childhood Studies)
- Level 7 – Masters degree
- Level 8 – Doctorate

Respondents were asked for the highest qualification relating to childcare held by different types of paid staff¹¹. There have been changes to the way that the levels are defined since the previous survey in 2003. Current levels four, five and six (as defined above) were previously all part of level four. Current levels seven and eight

¹¹ In 2003, respondents were asked for the actual name and level of the qualification. In 2006 survey respondents were only asked for the level of their highest qualification to reduce the burden on the respondent and to avoid the difficulties of coding the numerous childcare qualifications.

were previously part of level eight. Further information can be found in section 1.8 of the Technical Appendix to this report.

7.2 Current qualifications

Allowing for the change in the way qualification levels were defined, there was a small improvement in the qualification levels of paid childcare staff working in primary schools with reception but no nursery classes since 2003.

Amongst all paid childcare staff 82 per cent had a qualification (levels one to eight) related to working with children and young people, and 11 per cent had no relevant qualifications at all. In 2003, 78 per cent held a qualification and 20 per cent had no relevant qualifications.

Seventy-eight per cent of all paid staff held at least a level two qualification, an increase from 70 per cent in 2003 and 71 per cent held a level three qualification or above, again an increase from 2003 when the figure was 64 per cent.

Overall, 45 per cent of all paid staff held a level six qualification or above.

Table 7.1 Level of qualification held by all paid staff			
	2006	2003	<i>Change from 2003 to 2006</i>
	%	%	<i>PP chge.</i>
Level 1	1%	*	+1
Level 2	7%	6%	+1
Level 3	21%	23%	-2
Level 4	2%	40%	+/-0
Level 5	3%		
Level 6	35%		
Level 7	10%	1%	+9
Level 8	*		
Other	2%	8% ¹²	N/A
Don't know	7%	2%	+5
No qualification	11%	20%	-9
<i>At least level 1</i>	80%	78%	N/A
<i>At least level 2</i>	78%	70%	+9
<i>At least level 3</i>	71%	64%	+10
<i>At least level 5</i>	48%	N/A	N/A
<i>At least level 6</i>	45%	N/A	N/A
<i>Base 2006: All paid staff (unweighted 1,593, weighted and grossed 31,300)</i>			
<i>Base 2003: All paid staff (unweighted 3,101, weighted and grossed 34,260)</i>			

7.2.1 Early years or foundation stage co-ordinators

Less than one per cent of early years or foundations stage co-ordinators did not hold a relevant qualification (levels one to eight). Ninety-one per cent of early years or foundation stage co-ordinators held a level six qualification or above.

Ninety-four per cent of early years or foundation stage co-ordinators held a level three qualification or above, similar to the 92 per cent recorded in 2003.

While table 7.2 seems to indicate a large increase in the proportion of staff with a level seven qualification, this may have been distorted by a change in coding from 2003 to 2006. In 2006 the PGCE qualification, which 27 per cent of early years or foundation stage co-ordinators held, was coded under the old level four qualification, equivalent to the new level four, five and six qualification. In 2006

¹² The apparently high proportion of staff with 'other' qualifications may be attributable to the difference in classification of qualifications in 2003 and 2006. However, because the survey was carried out by a different research organisation we can not be certain of this.

respondents were instructed to include the PGCE qualification as a level seven qualification, which would have previously been a level five qualification.

Table 7.2 Level of qualification held by early years or foundation stage co-ordinators			
	2006	2003	<i>Change from 2003 to 2006</i>
	%	%	<i>PP chge.</i>
Level 1	0%	0%	+/-0
Level 2	*	4%	-4
Level 3	*	14%	-14
Level 4	1%	75 %	-1
Level 5	2%		
Level 6	71%		
Level 7	20%	3%	+17
Level 8	*		
Other	3%	N/A	N/A
Don't know	2%	1%	+1
No qualification	*	*	+/-0
<i>At least level 1</i>	95%	N/A	N/A
<i>At least level 2</i>	95%	96%	1
<i>At least level 3</i>	94%	92%	2
<i>At least level 5</i>	93%	N/A	N/A
<i>At least level 6</i>	91%	N/A	N/A
<i>Base 2006: All early years or foundation stage co-ordinators (unweighted 431, weighted and grossed 7,682)</i>			
<i>Base 2003 All early years or foundation stage co-ordinators (weighted and grossed 9,200)</i>			

7.2.2 Qualified early years teachers

As with early years or foundation stage co-ordinators, nearly all qualified early years teachers (93 per cent) held a qualification (levels one to eight) related to children and young people.

In 2006, eighty-six per cent held a level six or above qualification.

As detailed above, the apparently large rise in proportions of qualified early years teachers qualified to levels seven and eight may be attributable to the change in how qualifications are allocated to the different levels.

Table 7.3 Level of qualification held by qualified early years teachers			
	2006	2003	<i>Change from 2003 to 2006</i>
	%	%	<i>PP chge.</i>
Level 1	*	0%	+/-0
Level 2	*	3%	-3
Level 3	1%	8%	-7
Level 4	1%	84%	-13
Level 5	2%		
Level 6	68%		
Level 7	18%	1%	+17
Level 8	0%		
Other	2%	N/A	N/A
Don't know	7%	1%	+6
No qualification	*	1%	-1
<i>At least level 1</i>	91%	N/A	N/A
<i>At least level 2</i>	91%	97%	-6
<i>At least level 3</i>	90%	93%	-3
<i>At least level 5</i>	88%	N/A	N/A
<i>At least level 6</i>	86%	N/A	N/A
<i>Base 2006: All qualified early years teachers (unweighted 398, weighted and grossed 7,648)</i> <i>Base 2003: All qualified early years teachers (weighted and grossed 7,400)</i>			

7.2.3 Early years nursery nurses

In 2006, nearly all (93 per cent) early years nursery nurses held a qualification (level one to eight) related to children and young people.

Nine in ten (91 per cent) held at least a level two qualification, and 81 per cent held at least a level three qualification. This showed little change since 2003.

However, there was a notable increase in the proportion holding a qualification equivalent to the previous level four, up by 12 percentage points from two per cent to 14 per cent since 2003.

In 2006, 11 per cent of nursery nurses held at least a level five qualification and four per cent hold a level six or above qualification.

Table 7.4 Level of qualification held by early years nursery nurses			
	2006	2003	<i>Change from 2003 to 2006</i>
	%	%	<i>PP chge.</i>
Level 1	*	0%	+/-0
Level 2	9%	8%	+1
Level 3	67%	82%	-15
Level 4	4%	2%	+12
Level 5	7%		
Level 6	3%		
Level 7	*	0%	+/-0
Level 8	0%		
Other	2%	N/A	N/A
Don't know	3%	1%	+2
No qualification	3%	2%	+1
<i>At least level 1</i>	91%	N/A	N/A
<i>At least level 2</i>	91%	92%	-1
<i>At least level 3</i>	81%	84%	-3
<i>At least level 5</i>	11%	N/A	N/A
<i>At least level 6</i>	4%	N/A	N/A
<i>Base 2006: All early years nursery nurses (unweighted 299, weighted and grossed 5,947)</i> <i>Base 2003: All early years nursery nurses (weighted and grossed 4,800)</i>			

7.2.4 Other paid early years support staff

The greatest change in the qualifications held since 2003 was among other paid early years support staff. In 2003 half (51 per cent) of these staff had no relevant qualification, but in 2006 this figure had fallen to a third (31 per cent). The increase in the proportion holding qualifications was primarily at level three or below.

In 2006 half (49 per cent) of early years support staff had at least a level two qualification, compared with 28 per cent in 2003. While in 2006 a third (32 per cent) of early years support staff had at least a level three qualification, compared with 19 per cent in 2003

In 2006 six per cent of early years support staff had at least a level five qualification, and three per cent had at least level six. None of this staff group had a qualification higher than level six.

Table 7.5 Level of qualification held by paid early years support staff			
	2006	2003	<i>Change from 2003 to 2006</i>
	%	%	<i>PP chge.</i>
Level 1	4%	*	+4
Level 2	17%	9%	+8
Level 3	23%	16%	+7
Level 4	3%	3%	+6
Level 5	3%		
Level 6	3%		
Level 7	*	0%	+/-0
Level 8	0%		
Other	2%	N/A	N/A
Don't know	14%	4%	+10
No qualification	31%	51%	-20
<i>At least level 1</i>	53%	N/A	N/A
<i>At least level 2</i>	49%	28%	+21
<i>At least level 3</i>	32%	19%	+13
<i>At least level 5</i>	6%	N/A	N/A
<i>At least level 6</i>	3%	N/A	N/A
<i>Base 2006: All early years support staff (unweighted 465, weighted and grossed 10,034)</i>			
<i>Base 2003: All early years support staff (weighted and grossed 12,900)</i>			

7.3 Qualified Teacher Status (QTS)

In the 2006 survey all staff that held a level five qualification or above were asked if they held Qualified Teacher Status (QTS). Nearly all (94 per cent) of this group were qualified teachers, which equated to 44 per cent of all paid staff. As may be anticipated, the vast majority of early years or foundation stage co-ordinators and qualified early years teachers had QTS (91 per cent and 85 per cent respectively). Very few nursery nurses or other paid staff held this qualification.

Table 7.6 Proportion of staff with Qualified Teacher Status (QTS)	
	% (No.)
All staff	44% (13,800)
Early years or foundation stage co-ordinators	91% (7,000)
Qualified early years teachers	85% (6,500)
Early years nursery nurses	3% (200)
Other early years paid staff	1% (100)
<i>Base 2006: All paid staff (unweighted 1,593, weighted and grossed 31,311) All early years or foundation stage co-ordinators (unweighted 431, weighted and grossed 7,682), All early years qualified teachers (unweighted 398, weighted and grossed 7,648), All nursery nurses (unweighted 299, weighted and grossed 5,947), All other paid early years staff (unweighted 465 weighted and grossed 10,034)</i>	

7.4 Qualifications being worked towards

Among all paid childcare staff, 16 per cent were working towards a qualification (levels one to eight). This was a marginal decrease since 2003 when 19 per cent were working towards a qualification, though this needs to be seen in the context of significant increases in the proportion holding qualifications since 2003.

It is perhaps unsurprising that the staff groups least likely to have qualifications, or who had lower qualifications (i.e. nursery nurses and other paid staff) were most likely to be currently studying. It also follows that those groups who were most highly qualified were studying towards higher level qualifications than less qualified staff (primarily level six and above amongst early years or foundation stage co-ordinators and early years qualified teachers).

Table 7.7 Qualifications worked towards by type of staff

	Type of staff									
	All paid staff		Early years or foundation stage co-ordinators		Early years qualified teacher		Nursery nurses		Other paid staff	
	2006	2003	2006	2003	2006	2003	2006	2003	2006	2003
	%	%	%	%	%	%	%	%	%	%
Level 1	*	*	0%	*	0%	0%	0%	0%	*	0%
Level 2	1%	2%	0%	1%	0%	1%	*	*	4%	3%
Level 3	2%	4%	0%	1%	*	1%	3%	3%	5%	7%
Level 4	1%	3%	0%	1%	0%	2%	2%	7%	2%	3%
Level 5	3%		*		1%		6%		6%	
Level 6 or above	3%	1%	6%	4%	5%	1%	3%	0%	2%	0%
Not working towards qualification	84%	81%	91%	87%	89%	92%	83%	85%	73%	69%

Base 2006: All paid staff (unweighted 1,593 weighted and grossed 31,311), All early years or foundation stage co-ordinators (unweighted 431 weighted and grossed 7,682), All early years qualified teachers (unweighted 398 weighted and grossed 7,648), All nursery nurses (unweighted 299 weighted and grossed 5,947), All other paid early years support staff (unweighted 465 weighted and grossed 10,034)

Base 2003: All paid staff (unweighted 3,101, weighted and grossed 34,260), All early years or foundation stage co-ordinators (weighted and grossed 9,200), All qualified early years teachers (weighted and grossed 7,400), All nursery nurses (weighted and grossed 4,800), All other paid early years support staff (weighted and grossed 12,900)

7.5 Incentives provided for staff working towards a childcare qualification

Just over three-quarters (78 per cent) of settings with staff working towards qualifications allowed them time off to study. A similar proportion (75 per cent) paid at least some of the costs associated with training for qualifications.

7.6 Qualifications required of early years or foundation stage co-ordinators

The majority of early years or foundation stage co-ordinators (90 per cent) were required to hold qualifications relevant to working with children when appointed. This was comparable with 2003 (89 per cent). Relevant qualifications were more likely to have been required at the time of appointment for early years or foundation stage co-ordinators in the 70 per cent least deprived areas than in the 30 per cent most deprived areas (91 per cent and 79 per cent respectively).

7.7 NVQ assessors

An NVQ assessor is responsible for assessing whether a candidate's work meets the required NVQ standards. In order to be an assessor they must hold the necessary qualifications and have experience of working within the sector. In 2006 only four 2006 Childcare and Early Years Providers Survey – Primary schools with reception but no nursery classes

per cent of early years or foundation stage co-ordinators were NVQ assessors, around 300 in total, comparable with 2003 (five per cent).

8 Recruitment and retention

The final chapter of this report sets out the staffing issues for primary schools with reception but no nursery classes. This is split into two main sections; recruitment issues (total staff recruited and by type, recruitment methods and difficulties) and retention issues (length of service, staff retention, turnover and vacancies).

8.1 Levels of recruitment

The number of childcare staff recruited in the last 12 months fell from 6,900 in 2003 to 6,100 in 2006, an average of 0.7 members of staff per setting.

The overall recruitment rate was 23 per cent, the same figure as 2003.

The recruitment rate gives the number recruited as a proportion of all those who would have been employed at the beginning of the 12 month period covered by the survey. If no new staff have been recruited then the recruitment rate will be equal to zero, regardless of the number of leavers. For a full explanation as to how the recruitment rate is calculated please see section 1.7.4 in the Technical Appendix.

8.2 Early years or foundation stage co-ordinators

Just four per cent of early years or foundation stage co-ordinators had been recruited in the past 12 months, around 300 people. This was lower than 2003, when seven per cent of staff (600 people) had been recruited.

8.3 Qualified early years teachers

About a third (32 per cent) of primary schools with reception but no nursery classes had recruited at least one qualified early years teacher in the last 12 months. In total around 2,200 were recruited, an average of 0.2 per setting. These figures were similar to 2003 when 28 per cent had recruited at least one qualified early years teacher, around 3,100 in total, an average of 0.3 per setting.

In 2006 settings in the 30 per cent most deprived areas were much more likely to have recruited qualified early years teachers than those in the 70 per cent least deprived areas (52 per cent compared with 29 per cent respectively).

8.4 Nursery nurses

Sixteen per cent of primary schools with reception but no nursery classes had recruited at least one nursery nurse in the last 12 months. In total around 1,500 were recruited, an average of 0.2 per setting. These figures were higher than in 2003 when six per cent had recruited at least one nursery nurse, around 600 staff, at an average of 0.1 per setting.

8.5 Other paid early years support staff

Nearly a third (30 per cent) of settings had recruited at least one paid early years support staff in the last 12 months. This represented approximately 2,100 staff, and an average of 0.2 per setting. These figures were an increase on 2003 when a fifth (21 per cent) of settings had recruited at least one paid early years support staff in the last 12 months, a total of 2,600 staff, at 0.3 per setting.

8.6 Recruitment methods

For primary schools with reception but no nursery classes, the LEA/local authority jobs bulletin and adverts in the local press remained the principal recruitment channels, used by 88 per cent and 76 per cent of settings respectively. The major change in recruitment methods since 2003 was the significant rise in the use of the internet, the third most used channel (at 57 per cent) in 2006. Word of mouth also remained a commonly used method (at 51 per cent).

It should be noted that the internet and national press were not included on the list of pre-coded responses for this question in 2003. A respondent would have had to have included these answers under 'other (specify)'. Such responses are reported by much lower proportions than if they had have been included in a read out list of pre-coded responses. So while there is likely to have been an increase in the use of certain channels, especially in the case of the internet, it would not be as large as these results would suggest.

Table 8.1 Methods used to recruit staff			
	2006	2003	<i>Change from 2003 to 2006</i>
	%	%	<i>PP chge.</i>
LEA/local authority/council jobs bulletin	88%	88%	+/-0
Adverts in local press	76%	78%	-2
Internet	57%	N/A	N/A
Word of mouth	51%	46%	+5
Ad hoc CVs/applications sent to you	39%	35%	+4
National press	35%	3%	+32
Through parents of child catered for	32%	38%	-6
Colleges	30%	32%	-2
Open days	11%	6%	+5
Job Centre/new deal scheme	10%	8%	+2
<i>Base 2006: All primary schools with reception but no nursery classes (unweighted 513, weighted and grossed 9,151)</i> <i>Base 2003: All primary schools with reception but no nursery classes (unweighted 850, weighted and grossed 9,249)</i>			

8.7 Type of staff providers had difficulty recruiting

Amongst primary schools with reception but no nursery classes who had tried to recruit in the last 12 months, very few had experienced much difficulty in doing so. Only five per cent claimed that they had experienced a great deal or a fair amount of difficulty. Over four-fifths (83 per cent) claimed they had experienced no difficulty at all. Comparisons with the results from 2003 indicated that these providers felt that recruitment was easier in 2006. The proportion saying they experienced no problems at all has increased by 14 percentage points over this period.

Table 8.2 Extent to which provider has experienced any difficulties in recruiting staff in the past 12 months			
	2006	2003	<i>Change from 2003 to 2006</i>
	% (No.)	%	<i>PP chge.</i>
A great deal	2% (100)	11%	-9
A fair amount	3% (200)	13%	-10
Not very much	11% (500)	7%	+4
Not at all	83% (4,100)	69%	+14
<i>Base 2006: All primary schools with reception but no nursery classes who had tried to recruit in the last 12 months (unweighted 275, weighted and grossed 4,909)</i> <i>Base 2003: All primary schools with reception but no nursery classes who had tried to recruit in the last 12 months (unweighted 414, weighted and grossed 4,500)</i>			

8.8 Length of service

The average length of service for all paid staff was seven years and three months, an increase from six years in 2003. The average length of service was highest for early years or foundation stage co-ordinators (eight years and eleven months) and nursery nurses (eight years and seven months), then other paid early years support staff (six years and three months) and lowest for qualified early years teachers (five years and seven months).

8.9 Annual staff losses

Only fourteen per cent of all primary schools with reception but no nursery classes had at least one member of staff leave in the last 12 months, a lower proportion than in 2003 (24 per cent).

In total around 1,500 staff, an average of 0.16 per setting, had left in the last 12 months compared with 2,700 staff, an average of 0.29 per setting in 2003.

Table 8.3 Number of staff that have left provider			
	2006	2003	<i>Change from 2003 to 2006</i>
	% (No.)	%	<i>PP chge.</i>
Any	14% (1,300)	24%	-10
None	86% (7,900)	76%	+10
1-2	14% (1,200)	23%	-9
3 or more	1% (100)	1%	+/-0
Average number of staff leaving per setting	0.17	0.29	-0.13
Total number of staff leaving	1,500	2,700	-1,200
<i>Base 2006: All primary schools with reception but no nursery classes (unweighted 513, weighted and grossed 9,151)</i>			
<i>Base 2003: All primary schools with reception but no nursery classes (unweighted 850, weighted and grossed 9,249)</i>			

8.10 Destination of staff who left

Of those staff that had left in the last 12 months, and for whom their destination was known, just under half (47 per cent) had moved to other jobs within the childcare or early education sector (700 people); a decrease of 14 percentage points from 61 per cent in 2003. At the same time the proportion who got jobs outside the childcare and early education sector rose by 13 percentage points from 10 per cent in 2003 to 23 per cent in 2006. These figures show that higher proportions of staff were leaving the childcare and early education sector altogether. The proportion of staff that did not start another job increased slightly from 24 per cent in 2003 to 28 per cent in 2006.

8.11 Staff turnover

Analysis of the total number of employees being recruited and the number leaving the sector enables an assessment of the turnover for the sector and the rate of employment growth.

The turnover rate in 2006 was six per cent a slight decrease from nine per cent in 2003.

The turnover rate gives the number of staff that have left as a proportion of all staff who would have been employed at the start of the 12 month period covered by the survey. If no staff have left their employment the turnover rate will be zero. If staff have left, but no more have been recruited, the turnover rate will fall.

The employment growth rate was 17 per cent, a slight increase from 14 per cent in 2003.

The employment growth rate gives the number of additional staff recruited as a proportion of those employed at the start of the 12 month period covered by the survey. If the number of staff that left was equal to the number of staff recruited then the employment growth rate will be equal to zero. If more staff have been recruited than the number who have left, then the employment growth rate will have increased. If a larger number of staff have left than have been recruited then the employment growth rate will be negative.

For a full explanation as to the how the turnover rate and employment growth rates are calculated please see section 1.7.4 in the Technical Appendix.

8.12 Current vacancies

In 2006 one in ten (10 per cent) primary schools with reception but no nursery classes were actively trying to recruit staff at the time of the survey. There were approximately 100 vacancies for each of early years or foundation stage co-ordinators and qualified early years teachers, and approximately 300 vacancies for each of nursery nurses and other paid staff.

9 Terminology and definitions

Ownership: The term ownership refers to the type of organisation responsible for owning and managing a provider. For the purposes of the report, five different ownership scenarios have been used. These are Private (owner/manager and part of a group or chain), Voluntary (church, charity or committee), Local Authority, School/College and Other (hospitals and other answers that could not be included in any of the existing categories). In a small number of cases, more than one type of ownership scenario will apply.

Type of setting: refers to the type of care offered by a setting. These include:

- **Full day care:** defined as “facilities that provide day care for children under eight for a continuous period of four hours or more in any day in premises which are not domestic premises.”¹³
- **Sessional care:** defined as “facilities where children under eight attend day care for no more than five sessions a week, each session being less than a continuous period of four hours in any day. Where two sessions are offered in any one day, there is a break between sessions with no children in the care of the provider.”¹⁴
- **Out-of-school clubs:** defined as “clubs...open before and after school and all day long during school holidays, giving 3 to 14 year-olds and up to 16 for children with special needs a safe and enjoyable place to play, meet and sometimes catch up on homework.”¹⁵ For the purposes of this research, the questionnaire focused on After-school and Holiday care.
- **Children’s centres:** defined as “places where children under 5 years old and their families can receive seamless holistic integrated services and information, and where they can access help from multi-disciplinary teams of professionals.”¹⁶ For example, some children’s centres provide literacy, language or numeracy programmes for parents or carers with basic skills needs. For the purposes of this survey, analysis has focused on full day care provision offered by these establishments.
- **Childminders:** “A childminder is registered to look after one or more children under the age of eight to whom they are not related on domestic premises for reward and for a total of more than 2 hours in any day.”¹⁷

¹³ <http://www.surestart.gov.uk/doc/0-ACA52E.PDF>

¹⁴ <http://www.childcarelink.gov.uk/pdf/ofsted/Module5.pdf>

¹⁵ <http://www.surestart.gov.uk/surestartservices/childcare/outofschoolchildcare/>

¹⁶ <http://www.surestart.gov.uk/surestartservices/settings/surestartchildrenscentres/>

¹⁷ <http://www.childcarelink.gov.uk/pdf/ofsted/Module2.pdf>

- **Nursery schools:** these “provide education for children under the age of 5 and over the age of 2.”¹⁸ Maintained nursery schools generally accept children in term time.
- **Primary schools with reception but no nursery classes:** some primary schools are able to admit four and five year old children into a reception class. Such classes operate throughout the school year.¹⁹
- **Primary schools with reception and nursery classes:** some primary schools offer both nursery and reception classes, and again, these operate throughout the school year.

Maintained settings (Nursery schools, Primary schools with reception but no nursery classes and Primary schools with reception and nursery classes) have slightly different characteristics. As these settings are funded by Local Authorities, there is no charge to parents for using them.

Childcare vouchers: these are a government initiative that enables employers and/or parents to purchase tax-free vouchers with which to pay for childcare. Employers have to sign up to the scheme and providers are under no obligation to accept them. Parents are allowed to take up to £55 worth of childcare vouchers per week. Research conducted by HMRC found that “the highest proportion of employees receiving employer-supported childcare were employed in professional occupations or as managers and senior officials (an average of 35 per cent and 33 per cent respectively).”²⁰

Child Tax Credits: families with children are eligible to claim Child Tax Credits (for separated families only the main carer is entitled to claim). The size of the claim will depend on number of children living with the family, incidence of disability and the claimants income.

Working Tax Credit: people who work but are on low pay can apply for working tax credits. Both employed and self employed people are eligible to apply and do not have to be responsible for children. The size of the claim can depend upon whether the claimant has responsibility for any children, whether they make childcare payments, whether the claimant is disabled and whether the claimant is aged 50 or over.

Attendees: respondents were asked to give the number of children attending their establishment. Care was taken to ensure that respondents did not count any children twice so this can be taken to mean the number of children enrolled with a provider.

¹⁸ <http://www.edubase.gov.uk/Assets/EduBase%20Glossary.doc>

¹⁹ http://www.direct.gov.uk/en/EducationAndLearning/PreschoolLearning/NurseriesPlaygroupsReceptionClasses/DG_10013534

²⁰ <http://www.hmrc.gov.uk/research/report23-final.pdf> (pages 50/51)

Registered provision: any person who is rewarded for looking after children under eight for more than two hours a day must register with Ofsted. If the provider is planning to offer early years education, they are also inspected for the quality of the provision by Ofsted.

Registered places: as part of the registration process, Ofsted inform providers of the maximum number of children they can look after. This is based on ages of children and number of staff.²¹

Index of Multiple Deprivation (IMD): measures deprivation at the “small area level”.²² The index analyses a number of defined characteristics of deprivation (including Income deprivation, Employment deprivation, Health deprivation and disability, Education, skills and training deprivation, Barriers to Housing and Services, Living environment deprivation and Crime).²³ More deprived areas will experience a higher number of these characteristics of deprivation

Types of staff: the National Standards state that all staff must be mentally and physically capable of caring for children and that all staff should “have the appropriate experience, skills and ability to do their jobs”²⁴.

- **Senior Manager:** the National Standards stipulate that Senior managers should hold an appropriate level three qualification and two years experience of working in a day care setting.
- **Supervisory staff:** the National Standards state that supervisors in full daycare settings should all hold a level three qualification, or where this is not possible, an action plan should be put in place setting out how and when they intend to satisfy this requirement. For sessional and out-of-school providers, supervisors are not required to hold a level three qualification but half of all other staff are required to hold a level two qualification²⁵.
- **Other paid childcare staff:** at least half of this group are required to hold an appropriate level two qualification.
- **Qualified Teacher Status:** this is a requirement for anyone who wants to teach in a maintained school in England and Wales.
- **Early Years Professional Status (EYPS):** this is a new role developed from February 2006 in response to proposals in the Children’s Workforce Strategy. Candidates are required to complete one of four pathways, leading to the award of the EYPS at level six. The first candidates gained EYPS in January 2007.

²¹ http://www.ofsted.gov.uk/assets/Internet_Content/Early_Years/guide_daycare.pdf (page 17)

²² <http://www.communities.gov.uk/index.asp?id=1128444>

²³ *ibid.*

²⁴ <http://www.surestart.gov.uk/doc/P0000411.PDF>

²⁵ <http://www.surestart.gov.uk/doc/P0002407.pdf>

- **Early years professional leadership:** because no one in childcare and early years settings had gained EYPS at the time of data collection, a question was asked about early years professional leadership more generally in order to determine how many providers had staff acting in this capacity less formally.
- **Nursery Nurses:** are subject to the same requirements as supervisors in full day care settings.²⁶
- **Childminders:** are not required to hold any formal qualifications but must complete a local authority approved training course and a first aid course appropriate to infants and children within 6 months of beginning working as a childminder. First aid certificates should be kept up to date.²⁷

Disability: The Disability Discrimination Act (DDA) defines a disabled person as someone who has a “physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.”²⁸

Special Educational Needs: The term 'special educational needs' (SEN) has a legal definition, referring to “children who have learning difficulties or disabilities that make it harder for them to learn or access education than most children of the same age”.²⁹

National Standards: were developed by the Sure Start Unit in order to set out and measure and monitor the quality of care offered for under eights day-care and childminding. Providers must meet these standards before they can register with Ofsted and commence operation.³⁰ Providers are subject to an Ofsted inspection within seven months of registration and at least once every three years thereafter.³¹

NVQ qualifications: are work based qualifications. Candidates are assessed on the job by a qualified NVQ Assessor, who may be a line manager or an external Assessor if the manager is not a qualified NVQ Assessor.³²

NVQ Assessors: appropriately qualified and experienced childcare staff can apply to become NVQ Assessors, for which they are required to complete a further

²⁶http://www.bbc.co.uk/schools/parents/life/you_and_school/working_in_schools/training_nursery_nurses.shtml

²⁷ <http://www.surestart.gov.uk/doc/P0002411.pdf>

²⁸ http://www.direct.gov.uk/en/DisabledPeople/RightsAndObligations/DisabilityRights/DG_4001069

²⁹http://www.direct.gov.uk/en/EducationAndLearning/Schools/SpecialEducationalNeeds/DG_4008600

³⁰ http://www.daycaretrust.org.uk/mod.php?mod=userpage&page_id=40

³¹http://www.ofsted.gov.uk/portal/site/Internet/menuitem.455968b0530071c4828a0d8308c08a0c/?vgn_extoid=013a8487a73dc010VgnVCM1000003507640aRCRD

³² http://www.edexcel.org.uk/VirtualContent/64456/Edexcel_NVQ_guidance_for_candidates.pdf

training course.³³ NVQ Assessors assess on-site and can assess their own staff or those working in other settings.

Training: all staff are required to undergo induction training within their first week of work, which includes training on health and safety and on child protection policies and procedures. The registered person has a responsibility to ensure at least one member of staff has attended a child protection course and that at least one member of staff who has attended a first aid training course is present at all times that children are cared for. Additionally, 50 per cent of staff who care for babies should have specific training in that area.

Churn within sector: where recruitment, employment growth and turnover rates have been discussed, these include the churn within the sector, meaning staff moving from one provider to another. Staff promotions and movement of staff within an individual setting are not included in these calculations.

Population density: is based on the number of people per hectare (ha = 10,000 square meters). Areas of low population density have up to 10 people per ha; areas of medium density have 11-24 people per ha and; areas of high density have 25 or more people per ha. Areas with lower population densities are generally more rural than those with high densities.

Recruitment rate: the recruitment rate gives the number recruited as a proportion of all those who would have been employed at the beginning of the 12 month period covered by the survey. If no new staff have been recruited then the recruitment rate will be equal to zero, regardless of the number of leavers.

Turnover rate: the turnover rate gives the number of staff that left as a proportion of all staff who would have been employed at the start of the 12 month period covered by the survey. If no staff have left their employment the turnover rate would be zero. If staff have left but no more have been recruited, the turnover rate will fall.

Employment growth rate: the employment growth rate gives the number of additional staff recruited after leavers have been replaced. If the number of staff that left was equal to the number of staff recruited then the employment growth rate will be equal to zero. If more staff have been recruited than the number who have left, then the employment growth rate will be positive, while if a larger number of staff have left than have been recruited then the employment growth rate will be negative.

Transformation Fund: Local authorities have money available from the Transformation Fund to help childcare providers to recruit new graduates, or to assist existing staff in achieving higher qualifications or in undertaking training for

³³http://www.nurseryworld.co.uk/training/training_today/display.aspx?story_id=502344&path=/Training%20Today/Career%20Progression/

children with additional needs (e.g. disabilities, Special Educational Needs or children and families who speak English as an Additional Language.

- **Quality Premium:** This is for providers who already employ a graduate level professional who is committed to attain Early Years Professional Status within 2 years.
- **Recruitment Incentive** This money is for providers who are employing a graduate level professional for the first time who is committed to attain Early Years Professional Status within 2 years.
- **Home Grown Graduate Incentive** This money is for providers who do not employ a graduate level professional, but want to help one of their existing staff to progress to this level.

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